

# A Guide to the Global Education Database (GED)



<http://qesdb.usaid.gov/ged/index.html>

The Global Education Database (GED) is an online, menu-driven interactive compilation of key education data. Two sources are used to generate the GED:

- UNESCO for 116 series
- Demographic and Health Survey (DHS) data for 71 series

UNESCO data has a broader range of indicators; is available as a time series; and includes data on tertiary education. The DHS data, by contrast, has more detail about primary/secondary education and disaggregates some data into urban versus rural. (DHS data is based on surveys in particular countries, but is a time series in none of them.)

Data are queryable either by:

- country – a single country is selected; one or more indicators are selected; or
- thematically – a single indicator is selected; one or more countries are selected.

GED data are in these general categories:

## **UNESCO**

Primary Education  
  Participation  
  Access  
  Internal Efficiency  
  Demand  
  School System  
Secondary Education  
  Participation  
  Participation by Field of Study  
  Demand  
  School System  
Tertiary Education  
  Participation  
  Participation by Field of Study  
  Female Participation by Field of Study  
Resources  
  Primary School Teachers  
  Secondary School Teachers  
  Public Expenditures  
  Public Expenditures by Level  
  Public Expenditures on Teachers and Materials  
Outcomes: Literacy  
  Literacy  
Socio-Economic Context  
  Population  
  Other Socio-Economic Data

## **DHS**

Primary Education  
  Participation: Gross Attendance  
  Participation: Net Attendance  
  Gender Parity  
Secondary Education  
  Participation: Gross Attendance  
  Participation: Net Attendance  
  Gender Parity  
Outcomes & Attainment  
  Adult Primary Completion (age 25+)  
  Adult Secondary Completion (age 25+)  
  Adult Literacy (age 15-24)

The GED is not a replication of either the UNESCO or the DHS databases, but is a subset of each. The GED includes indicators from both databases selected on the basis of:

- Reasonably adequate country coverage
- Relevance to education issues in developing countries
- Analytical utility
- Contribution to the analytical tools in the GED

The GED selects indicators from the data sources, but the countries and years for each selected indicator are not limited. In the GED, just as in the original data sources, data are included for all countries and all years for each particular indicator. For many series in the UNESCO data, for example, data are only available for 1991 and then for each year from 1999 to 2007. Data from the DHS database are very limited with respect to years; data only exist for a year or a two-year year period when a household survey was conducted in a particular country. As UNESCO and the GED expand their country and year coverage, the GED follows suit.

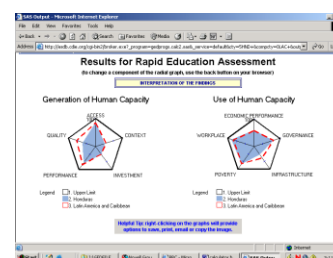
### ***GED Analytical Data Tools***

The GED also provides a series of analytical data tools to facilitate effective use of the data:

- The **Rapid Education Assessment** tool analyzes the generation and use of human capacity for a specific country in relation to other countries or regions. This tool is intended for detailed information and graphics for one country. Data are presented in a table, as well as in a set of customizable radial graphs. Using the radial graphs in this tool allows trends over time, or comparisons between countries, to be visualized along five dimensions simultaneously.
- **Rapid Assessment Summary Scores** cover the generation and use of human capacity scores for one or multiple countries. This tool is intended for cross-country and time-series comparisons.
- **Child Dependency Ratio Graphs** present trend charts and data tables for countries and regional averages.
- The **Millennium Development Goals (MDGs)** tool presents data on two education-related monitoring indicators and tracks country status versus the goals.



The Rapid Assessment tools help identify the factors influencing the generation and use of human capacity within a country, or set of countries. The indicators relate to education – learning outcomes and completion; the resources and inputs applied to education and training; the ease of access, participation, and progression within the education system; the learning environment and its management; and the overall social and economic setting that supports education and learning. With formal education potentially occupying almost two decades of a person's life (K through graduate school), fundamental changes in education (access, quality, parity) emerge slowly. The tools provide snapshots of the performance of a country's education system and relate it to other countries or a region. By juxtaposing several indicators in the radial graph format, analysts can highlight trade-offs or complementarities among activities. (A radial graph is a visual technique displaying several data series that have been adjusted to a common scale, such as 0 to 100.) The graphs are convenient for contrasting and comparing different variables. This information guides the selection of policies and programs to overcome constraints and exploit opportunities for progress.



The Rapid Assessment tools use these analytical categories:

### **Generation of Human Capacity**

#### **ACCESS**

- Primary school net enrollment
- Secondary school net enrollment
- Primary school gender parity ratio
- Secondary school gender parity ratio
- Expected years of schooling
- Children 0-14 outside the labor force

#### **INVESTMENT**

- Primary school expenditure per student
- Secondary school expenditure per student
- Public spending on education, total (% of GDP)

#### **CONTEXT**

- Degree of Urbanization
- Adult HIV prevalence rate
- Human Development Index
- Perceptions of corruption

#### **PERFORMANCE**

- Adult Female Literacy
- Adult Male Literacy
- Female persistence to grade 5
- Male persistence to grade 5
- Primary completion rate

#### **QUALITY**

- Female primary and secondary teachers (share of total)
- Female primary repetition rate
- Male primary repetition rate
- Primary school student-teacher ratio
- Primary to secondary transition
- Secondary and tertiary gross enrollment

### **Use of Human Capacity**

#### **ECONOMIC PERFORMANCE**

- Financial depth - domestic credit
- Gross Capital Formation (as % of GDP)
- Relative economic growth (scaled to 10%)
- Severity of debt burden

#### **GOVERNANCE**

- Aid independence
- Barriers to business formation
- Child immunization coverage
- Gini measure of income equality
- Country risk rating

#### **INFRASTRUCTURE**

- Access to improved water source
- Population share with internet access
- Ownership of radios
- Share of roads that are paved
- Telephone mainline linkages

#### **POVERTY**

- Children under-five well nourished
- Female life expectancy at birth
- Maternal mortality ratio
- Share of population above \$1 per day
- Under-five mortality rate

#### **WORKPLACE**

- Adult HIV prevalence rate
- Share of non-agricultural employment
- Labor Regulations Index
- Youth unemployment

All of the GED analytical data tools are intended to be a useful starting point for analysis. The tools can also be used directly in any country reports on the education sector. An analyst with expert knowledge of a country can add a narrative to any of the products from a GED tool. The result would be a comprehensive, data-driven report.

### ***GED Background & Rationale***

USAID's Office of Education sponsors the GED to provide the Agency and its development partners with statistics on international education and related developing country socio-economic conditions in an easy-to-use, web-based format. USAID and its development partners can assess the status of basic education, skills training, and higher education in USAID-assisted countries and regions. Missions have easy access to data for country strategic planning and monitoring. During calendar year 2007, the GED website responded to an average of more than 3,500 queries per month. (EADS provides regular reports of GED website usage to USAID.)

The GED is intended to be modified and enhanced. The technical team which maintains the GED is available to conduct demonstrations and orientations for users. DIS will use its database of mailing and e-mail addresses for GED updates, and announcements. DIS will prepare and disseminate, as needed or requested, an informational pamphlet describing the GED Online and the GED downloadable program. DIS will respond to requests for assistance with education statistics with priority given to EGAT/ED and other education offices within USAID.

### ***GED Timeline of Key Developments***

1995	1996			1999	2000				2004	2005			2008
SPESSA developed for African countries; prototype for GED	Beta version of GED; on diskette			GED version 2 available on CD-ROM	GED version 3 available on Web				GED version 5 updated and redesigned	Rapid Assessment Tool introduced			GED features updated & expanded

### ***GED Updates***

GED data are updated regularly as new indicators are available from UNESCO and the DHS. New analytical tools are added as the context of education needs in developing countries changes, e.g., the MDG tool.

### ***About the International Standard Classification of Education (ISCED)***

Many of the UNESCO indicators used the International Standard Classification of Education (ISCED) system. ISCED was designed by UNESCO in the early 1970's to serve as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally. It was approved by the International Conference on Education (Geneva, 1975), and was subsequently endorsed by UNESCO's General Conference when it adopted the Revised Recommendation concerning the International Standardization of Educational Statistics at its twentieth session (Paris, 1978).

Updating and revising the ISCED produced the present classification ("ISCED 1997"), approved by the UNESCO General Conference. It was prepared by a Task Force established by the Director-General to that effect and is the result of extensive consultations of worldwide representation. ISCED 1997 covers primarily two cross-classification variables: levels and fields of education. Source: ISCED 1997, Paris, UNESCO, 1997 (Document No. BPE-98/WS/1).

The adjustments were made to ease the international compilation and comparison of education statistics and to take into account new types of learning opportunities and activities for both children and adults. Thus the time-series data for the years through 1997 are not consistent with those for 1998 and later. Any time-series analysis should therefore be undertaken with extreme caution.

*The USAID Economic Analysis and Data Services team maintains statistical information collected from official international organizations, U.S. government agencies, and non-government institutions. The contractor for USAID is DevTech Systems, Inc. (RAN-M-00-07-00004-00).*